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ABSTRACT

A report is given of the results of an evaluation designed to measure differences in performance among Career Level I, II, and III teachers in the Tennessee Career Ladder Program. Using specifically designed evaluation instruments, teachers who by Career Level status are considered the best in Tennessee, were evaluated by teacher candidates, students, principals, and a three-member peer evaluator team. This document presents a performance profile of these teachers, categorized under the following competency domains: (1) planning; (2) teaching strategies; (3) student evaluation and feedback; (4) classroom management; and (5) leadership qualities. The profile reveals some weaknesses and negative behavior patterns in teachers designated as "outstanding" and "superior." A discussion on the implications of these findings for teacher education programs is presented in the form of questions addressed to teacher educators who are responsible for the training of teachers in Tennessee. Implications for the education of teacher educators are also discussed. Statistical data pertinent to the findings are attached. (JD)

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WHAT CAREER LADDER EVALUATIONS TEACH TEACHER EDUCATORS IN TENNESSEE

By Russell L. French and Rita Noel

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WHAT CAREER LADDER EVALUATIONS TEACH TEACHER EDUCATORS IN TENNESSEE

by Russell L. French and Rita Noel*

In January, 1983 Tennessee Governor Lamar Alexander announced his plan for the Better Schools Program to the General Assembly and the general public. The centerpiece of this plan was the Career Ladder Program (titled at that time the Master Teacher Program). The Comprehensive Education Reform Act was passed and funded with a 1 billion dollar tax package in a special session of the General Assembly in January, 1984; thereby setting in motion events and processes which have tremendous influence on and implications for the preservice and inservice education of teachers.

Elsewhere French (1984), Furtwengler (1985, 1987) and Malo and French (1987) have described the Tennessee Career Ladder Program and the changes in it since its inception in 1984. A central component of the program is an evaluation system designed to measure differences in performance among Career Level I teachers (solid, competent performers), Career Level II teachers (superior performers) and Career Level III teachers (outstanding performers). In the teacher performance data generated by this evaluation system lie the influences and implications for teacher education mentioned previously.

The Career Ladder Teacher Evaluation System uses a multiple data source concept. The system collects and synthesizes data from four different sources using eight different instruments. The sources and instruments include:

SOURCE	INSTRUMENTS
Teacher Candidate	- Professional Development and Leadership Summary - Low inference observations (6) - Dialogues (3) - Written Test of Professional Knowledge - Written Tests of Reading and Writing Skills
Students	- Student Questionnaires (Elementary and Secondary Forms)
Principal	- Principal Questionnaires
Peer Evaluator Team (3 persons)	- Consensus Rating (based on day-long visit each) NOTE: Peer evaluators administer low inference observations, dialogues, and student questionnaires listed above.

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Candidates do not "pass or fail" instruments. Rather, the instrumentation is designed to provide complementary interlocking data for each of the six domains of competence being assessed. Teachers receive a total score and scores for each of the six domains, 18 indicators of performance and 85 measurement items being evaluated. The primary sources of these competencies, performance indicators and measurement items (the evaluation criteria) are the research on effective teaching and the research on effective schools.

Evaluation results are provided to the Career Ladder candidate and appropriate school district personnel in a computer printout which pinpoints precisely strengths and weaknesses. This multi-page document presents a performance profile which the reader can compare with the profiles of those teachers across the State who have previously achieved Career Levels II and III--those teachers who, by definition, are the best teachers in Tennessee. Detailed statistical analyses of the evaluation data generated during 1985-86 and 1986-87 (French, Malo and Rakow, 1987) indicate 1) that the evaluation instruments measure what they are supposed to measure, 2) that they clearly and cleanly differentiate among levels of teaching performance and 3) that they measure consistently across student groups (elementary, middle, secondary, etc.), teacher types (elementary, middle, secondary, special education, etc.) and content areas (e.g., mathematics, science, social studies). In other words, the evaluation system appears to yield data which are substantive and definitive within the parameters of the criteria upon which it is based.

Data generated from the evaluations of candidates who did not achieve either Career Ladder Level II or Level III have never been compiled. However, the evaluation profiles of Level II and III teachers hold many implications for teacher educators and teacher education programs, particularly if one assumes that experience (a minimum of 8 years for Level II candidacy and a minimum of 12 years for Level III candidacy) has made positive rather than negative contributions to performance. An analysis of Career Level II and III teacher strengths and weaknesses should tell us much about the strengths and weaknesses of pre-service and inservice teacher education.

"BEST TEACHER" STRENGTHS AND WEAKNESSES

Since Career Ladder evaluation results are organized by domain of competence, those domains will be used here as a means of organizing and discussing findings. The statistical data pertinent to these findings may be found in Attachment 1.

The Planning Domain

By and large, Tennessee's best teachers are adequate planners. Their greatest strength is preparedness. Most of the time they had materials and activities ready for use. They were organized.

However, their planning reflected only moderate attention to questions, activities or materials which might foster higher level thinking. And, even this select population of experienced teachers was not much above average in planning which might accommodate learner differences in areas such as achievement, ability, or learning style. (The authors' recent experience with student teachers trying to plan curriculum indicates that very few even knew how to begin to address higher level thinking or learner differences within a group or class.)

The Teaching Strategies Domain

A detailed analysis of scores in this domain would require several pages. Therefore, only highlights of the performance patterns found will be addressed, but these should be enough to challenge all of us who teach teachers.

Either good teachers in Tennessee have never had problems with student on-task behavior, or they have heard and incorporated what research has to tell us. Level II and III teachers consistently demonstrate very high levels of student task involvement in their classrooms. Further, student preparation for the lessions and tasks of the day is above average, and students in these classrooms demonstrate high levels of understanding. Students of these teachers tell us that they (the teachers) consistently reinforce the importance of school work. Tennessee's Level II and III teachers have some outstanding delivery skills. However, they also have some very noticeable shortcomings.

Average classroom observation scores for presentation of task and content are very low, but to understand these scores one must know something about the actual behaviors observed. Presentation of task could easily be labeled lesson or task introduction, and the behaviors included in this observational cluster are overview of the lesson or task, giving directions, providing examples of how to do the task and distinguishing steps in the task. Since the observation instrument accommodates either direct or indirect instruction, these behaviors could be teacher behaviors or student behaviors elicited by the teacher. Career Ladder candidates give plenty of directions and they overview the upcoming task(s) (establish set, relate current tasks to past and future tasks, establish objectives) consistently. However, even the best teachers do not regularly supply learners with examples of how to do or not do a task, nor do they regularly help learners distinguish the steps in the task to be completed. Both are behaviors correlating highly with student achievement.

When presenting new material, these teachers interweave explanation/ description, rules, attributes, definitions and examples, but they are less likely to put the academic material in a "real world" context or relate it to past and future learnings. Nor do they regularly elicit and use learner comments in content development.

Even with all that is now known about the need for and value of systematic monitoring of learner understanding of concepts and skills, teacher monitoring behaviors are inadequate. The most common teacher behaviors in this category are teacher questions such as, "Are there any questions?" and "Do you all understand that?" Teacher questions calling for application, analysis, synthesis or evaluation of content recently presented and movement to students to monitor their work individually are still uncommon in many classrooms.

Many of Tennessee's upper Career Ladder teachers can describe (dialogue sessions) how they provide practice and review for learners, but observations suggest that practice activities may be limited to assigning seat work and homework with moderate attention to initial or guided practice (a proven effective teaching procedure) immediately after skills or concepts are introduced. Evaluations produce minimal evidence of group practice (several students working cooperatively toward a common end) or variation of practice activities or materials to accommodate differences in learners.

Students in the classrooms of these experienced teachers do not often initiate comments or questions and even their responses (or opportunities to respond) are meager. If Goodlad (1984) is correct in his conclusions, teachers are structuring few interactions which require any response and even fewer which might generate open-end responses (initiatory behavior).

The Evaluation Domain

Tennessee Career Ladder observations indicate low incidence of teacher academic feedback to students, but, in actuality, the problem is type of feedback given. Since the observation instrument allows only one coding of a particular behavior during each four-minute scan, behaviors which are repeated continually will not skew pattern assessments. Effective teaching research has clearly demonstrated that certain types of feedback behavior have only limited value in facilitating learning, while other forms of feedback correlate highly with student achievement. Career Ladder observations portray teacher feedback most often as simple recognition of student responses. Teacher responses to student responses depend heavily on verbalizations such as, "Good"; "O.K."; "that's right"; "No, that's wrong." Mention of why a student response is correct or what makes an answer incorrect is not common. Discussion or analysis with students of their progress toward a goal (status reporting) and provision of specific recommendations for improvement are rare.

The written test of professional knowledge taken by Career Ladder candidates shows knowledge of processes and procedures for evaluating student progress to be average at best among these superior teachers, and surveys of both experienced teachers and entry-level teachers indicate that training in student evaluation if required at all, generally has been limited to coursework in paper-pencil testing.

The Classroom Management Domain

Career Ladder teachers in Tennessee maintain excellent classroom discipline. They maximize the use of available learning time, manage available resources effectively and are themselves on task. However, their scores in creating positive classroom climate are uniformly low. Again, an analysis of specific behaviors is in order. To achieve a high score in climate setting, the teacher must consistently exhibit verbal and nonverbal behaviors toward learners which create positive affect, and he/she must communicate in a variety of ways confidence that all students can and will learn. Further, learner effort and progress must be rewarded and celebrated. Obviously, many of Tennessee's teachers don't yet know how to do all that.

The Leadership Domain

The Professional Growth and Leadership summaries prepared by Career Level II and III teachers clearly demonstrate that these teachers are participating in required staff development activities, pursuing advanced coursework and degrees and even leading some professional development activities in their local school districts. However, the efforts of these individuals to participate in non-required growth activities, try new methods/approaches in the classroom or use ideas from professional literature or other sources to improve instruction are sporadic at best. And, perhaps more importantly, there is little attempt to or sense of how to evaluate their efforts at "innovation" or "classroom experimentation."

Teachers are often restricted in opportunity to exercise leadership within the school, and it may be this restrictive climate which leads to relatively low incidence of teachers taking active roles in achieving school goals, resolving school problems, initiating school activities and projects, sharing materials, resources and ideas with peers and assisting peers in identifying and solving instructional problems. However, it may also be that teacher educators fail to instill a vision for professional leadership and teach strategies for cooperation, problem-solving and decision-making.

IMPLICATIONS FOR TEACHER EDUCATION

The portrait painted above is not meant to be an indictment of teachers or more specificially of Tennessee Career Ladder teachers. Remember that these are outstanding teachers with great knowledge and many skills which offset the seemingly negative behavior patterns identified. Only recently have research efforts and evaluation tools become sophisticated enough to focus this specifically on the performance of teachers. If there are indictments to be made, they may be indictments of teacher education programs. At the least, the evalution findings reported here pose several questions for teacher educators:

1. If outstanding teachers commonly are lacking in certain knowledge and skill areas, can it not be assumed that other experienced teachers are also lacking in these areas?

2. If experienced teachers commonly are lacking in certain knowledge and skill areas, can one assume that beginning teachers are stronger in these areas?

3. If teachers at all levels commonly lack certain knowledge and skills upon which they can draw in the classroom, what can be said of their educational programs both pre-service and inservice?

4. If we (the teacher educators) respond to the previous questions by indicating that our progams simply deal with concepts, processes and skills which are not being assessed in the various personnel evaluation systems currently in use, do we not need to ask whether or not we have that luxury?

5. If the research on effective teaching and effective schools has not yet permeated the performance of teachers and administrators in the schools, what responsibility do teacher educators have? To what extent have the research findings permeated our own programs and teaching practices?

6. To what extent do teacher educators need to rethink <u>how</u> knowledge and skills are taught as well a <u>what</u> knowledge and skills are taught? Are there concept and skills that can be learned best in school settings while working with learners rather than in the abstract setting of the university classroom?

7. To what extent should graduate coursework and other university sponsored professional development activities be targeted at refining professional skills and knowledge which will enable the practitioner to function better in his/her current role?

8. Are current assessments of teacher education graduates appropriate? Can we (the teacher educators) verify that our products can perform successfully in the settings in which they will be asked to perform?

In the Tennessee Career Ladder evaluation data are even more specific implications for Tennessee teacher education programs (and perhaps others in the southeast). It is clear that we have done little to prepare those teachers to deal with individual differences in learners, to validly and reliably assess pupil performance in a variety of ways, to conceptualize and deliver and evaluate instruction in sophisticated ways. It is clear also that we have yet to undertake truly collaborative efforts with our public school colleagues in educating educators. (All one needs to hear to draw this latter conclusion are the comments of teachers and administrators about what they weren't taught in university classrooms.) And, there are implications for the ways in which we think about educator education.

EDUCATOR CARRER DEVELOPMENT

The professional development of an educator begins upon entry into a teacher education program and ends with retirement or death. It cannot be seen as a series of fragmented efforts to develop new knowledge and skill, new employment options or new incentives. The development of an educator is career-long, and it requires mutual commitment of the individual, the institutions which agree to undertake his/her initial and continuing education and the agencies which license and employ him/her. Nothing less than this concept of career development will suffice in the complex educational world in which we find ourselves. In Tennessee, the educational reform efforts of the eighties are demonstrating that. State agencies, local school districts and institutions of higher education engaged in educator education are having to rethink, restudy and restructure their efforts. We suspect that the same holds true for others.

APPENDIX I

1985-86 Means and Ranges of Scores
for Level II and III Teachers

(General Education, Special Education, Chapter I, Vocational Education Teachers

I. PLANNING DOMAIN

DATA SOURCES	INDICATOR/CONTENT	RAW SCORE RANGE	LEVEL II LOW	LEVEL II AVG.	LEVEL II HIGH	LEVEL III LOW	LEVEL III AVG.	LEVEL III HIGH
Professional Skills Test	Knowledge of Planning	0 - 25	10.000	20.842	24.000	16.000	21.259	25.000
Observation	(A) Fosters Higher Level Thinking	1 - 100	33.330	56.546	83.325	45.830	69.551	100.000
Dialogue	(A) Goals/Objectives Address Core Curriculum	1 - 5	2.250	3.375	4.500	2.500	4.137	5.000
Observation	(B) Teacher Preparation	1 - 100	58.328	75.558	100.000	63.883	88.637	100.000
Dialogue	(B) Uses Principles of Effective Instruction	1 - 5	2.500	3.454	4.000	2.500	4.204	5.000
Dialogue	(C) Plans Accommodate Student Differences	1 - 5	2.333	3.386	4.667	2.000	3.955	5.000
Principal Questionnaire	(A) Goals/Objectives Tied to Curriculum	200 - 800	599.000	774.316	800.000	699.000	789.324	800.000
Principal Questionnaire	(B) Plans for Effective Instruction	200 - 800	450.000	765.105	800.000	699.000	787.722	800.000
Principal Questionnaire	(C) Plans Accommodate Learner Needs	200 - 800	599.000	776.947	800.000	725.000	789.583	800.000

II. TEACHING STRATEGIES DOMAIN

Professional Skills Test	Knowledge of Teaching Strategies	0 - 25	12.000	19.289	24.000	16.000	20.435	25.000
Observation	(A) Teaches Task and Content Appropriately	0 - 100	5.495	11.036	17.788	4.472	12.250	24.359
Observation	(A) Students Ask Procedural Questions	0 - 100	14.730	67.868	100.000	37.350	73.661	100.000
Observation	(A) Students Exhibit Understanding	0 - 100	65.062	89.501	96.773	72.504	92.216	100.000
Observation	(A) Provides Correct Information	0 - 100	95.550	99.524	100.000	97.500	99.917	100.000
Observation	(A) Communicates Effectively	1 - 100	74.985	94.709	100.000	85.705	98.520	100.000
Dialogue	(A) Describes Learning Task/Content Clearly	1 - 5	2.600	3.663	4.800	3.000	4.239	5.000
Student Questionnaire Elem	(A) Explains Academic Task to Learner	1 - 3	2.385	2.866	3.000	2.412	2.892	3.000
Observation	(B) Monitors Learner Understanding	0 - 100	13.636	21.541	28.687	11.636	24.863	35.294
Observation	(B) Paces Activities Appropriately	1 - 100	50.000	68.824	81.250	58.328	82.540	100.000
Dialogue	(B) Attends to Learner Needs/Differences	1 - 5	2.250	3.539	4.750	2.500	4.146	5.000
Student Questionnaire Elem	(B) Paces Instruction Appropriately	1 - 3	2.295	2.671	2.964	2.302	2.691	3.000
Observation	(C) Provides Practice and Review	0 - 100	6.486	11.975	23.419	5.413	14.111	28.388
Dialogue	(C) Provides Appropriate Review and Practice	1 - 5	2.250	3.500	4.250	2.250	4.199	5.000
Student Questionnaire Elem	(C) Provides Opportunity to Review/Practice	1 - 3	1.952	2.408	2.762	1.761	2.452	2.938
Observation	(D) Students Initiate/Respond to Lesson	0 - 100	7.813	11.253	18.861	7.313	12.523	20.153
Observation	(D) Students Ask Academic Questions	0 - 100	22.727	51.497	97.436	5.882	55.952	100.000
Observation	(D) Students are on Task	0 - 100	99.871	99.977	100.000	99.901	99.991	100.000
Student Questionnaire Sec.	(A) Explains Academic Task To Learner	1 - 3	2.512	2.886	3.000	2.583	2.916	3.000
Student Questionnaire Sec.	(B) Paces Instruction Appropriately	1 - 3	2.308	2.643	2.815	2.414	2.751	2.956
Student Questionnaire Sec.	(C) Provides Opportunity To Review/Practice	1 - 3	1.961	2.353	2.750	2.193	2.511	2.881
Observation	(D) Teacher Involves Nonvolunteers	0 - 100	4.440	52.420	97.820	12.820	67.520	100.000
Observation	(D) Student Preparation	1 - 100	50.000	68.427	87.485	54.160	81.239	100.000
Dialogue	(D) Creates/Maintains Learner Involvement	1 - 5	2.250	3.559	5.000	2.250	4.144	5.000
Student Questionnaire Elem	(D) Reinforces Importance of Schoolwork	1 - 3	2.440	2.758	3.000	1.900	2.732	3.000
Principal Questionnaire	(A) Communicates Task/Content Effectively	200 - 800	599.000	771.013	800.000	699.000	785.741	800.000
Principal Questionnaire	(B) Adapts Lesson for Learner Understanding	200 - 800	599.000	774.973	800.000	699.000	788.417	800.000
Principal Questionnaire	(C) Provides Review and Practice as Needed	200 - 800	599.000	771.026	800.000	699.000	786.787	800.000
Principal Questionnaire	(D) Creates/Maintains Academic Involvement	200 - 800	599.000	773.000	800.000	699.000	786.315	800.000
Student Questionnaire Sec.	(D) Reinforces Importance Of Schoolwork	1 - 3	2.158	2.610	2.889	2.447	2.743	2.913

III. EVALUATION DOMAIN

Professional Skills Test	Knowledge of Evaluation	0 - 25	8.000	16.368	22.000	10.000	17.722	24.000
Dialogue	(A) Uses Assessment to Improve Teaching	1 - 5	1.800	3.537	4.800	3.000	4.156	5.000
Observation	(B) Provides Academic Feedback	0 - 100	8.546	22.250	33.163	9.856	24.547	38.472
Dialogue	(B) Monitors and Reports Student Progress	1 - 5	1.667	3.474	4.667	3.000	4.228	5.000
Student Questionnaire Elem	(B) Assists Learners Through Feedback	1 - 3	2.035	2.495	2.929	1.957	2.545	3.000
Principal Questionnaire	(A) Uses Assessment to Enhance Teaching	200 - 800	599.000	771.684	800.000	725.000	785.880	800.000
Principal Questionnaire	(B) Reports Progress to Learners and Parents	200 - 800	625.000	766.447	800.000	650.000	780.537	800.000
Student Questionnaire Sec.	(B) Assists Learners Through Feedback	1 - 3	2.061	2.444	2.697	2.288	2.614	2.912

IV. CLASSROOM MANAGEMENT DOMAIN

Professional Skills Test	Knowledge of Classroom Management	0 - 25	11.000	20.842	25.000	14.000	21.722	25.000
Observation	(A) Provides Reasonable Sanctions	0 - 100	.000	92.532	100.000	40.000	97.230	100.000
Observation	(A) Maintains Appropriate Student Behavior	0 - 100	88.140	98.602	100.000	92.600	99.485	100.000
Student Questionnaire Elem	(A) Manages Learner Behavior Effectively	1 - 3	2.426	2.773	2.974	2.306	2.785	3.000
Observation	(B) Positive Classroom Climate	0 - 100	.195	.949	2.159	.243	1.398	3.641
Observation	(B) Students Treated Without Favoritism	0 - 100	100.000	100.000	100.000	100.000	100.000	100.000
Dialogue	(B) Supports Learner Achievement	1 - 5	2.000	3.250	4.500	2.000	3.926	5.000
Student Questionnaire Elem	(B) Encourages Achievement by all Learners	1 - 3	2.153	2.283	2.367	2.135	2.296	2.405
Observation	(C) Maximizes Available Learning Time	0 - 100	99.409	99.813	99.991	99.987	99.991	99.994
Student Questionnaire Sec.	(A) Manages Learner Behavior Effectively	1 - 3	2.192	2.574	2.780	2.291	2.698	2.900
Student Questionnaire Sec.	(B) Encourages Achievement By All Learners	1 - 3	1.808	2.204	2.344	2.089	2.261	2.363
Observation	(C) Uses Classroom Resources Effectively	1 - 100	53.328	66.651	79.450	58.325	80.886	100.000
Observation	(C) Uses Classroom Facilities Effectively	1 - 100	43.750	67.682	95.825	54.160	81.645	100.000
Observation	(C) Engages in Classroom Procedures	0 - 100	50.450	84.953	100.000	23.950	86.921	100.000
Observation	(C) Teacher Behavior is on Task	0 - 100	90.700	99.472	100.000	91.120	99.841	100.000
Student Questionnaire Elem	(C) Utilizes Resources Effectively	1 - 3	2.027	2.572	2.844	2.161	2.605	3.000
Principal Questionnaire	(A) Maintains Appropriate Learner Behavior	200 - 800	450.000	764.474	800.000	699.000	787.131	800.000
Principal Questionnaire	(B) Maintains Climate Conducive to Learning	200 - 800	450.000	771.053	800.000	699.000	791.194	800.000
Principal Questionnaire	(C) Classroom Resources Used Effectively	200 - 800	599.000	774.316	800.000	725.000	790.278	800.000
Student Questionnaire Sec.	(C) Utilizes Resources Effectively	1 - 3	2.145	2.719	2.923	2.515	2.817	2.976

V. LEADERSHIP DOMAIN

Leadership Summary	(A) Enhances Instruction with New Techniques	1 - 5	2.000	2.926	4.000	1.600	3.135	4.800
Peer Questionnaire	(B) Maintains Leadership Role with Others	1 - 5	4.391	4.735	5.000	3.857	4.819	5.000
Leadership Summary	(B) Exhibits Leadership to Improve Schooling	1 - 5	1.600	2.762	3.600	1.600	3.063	4.800
Principal Questionnaire	(A) Improves Professional Skills/Knowledge	200 - 800	450.000	765.763	800.000	650.000	785.398	800.000
Principal Questionnaire	(B) Improves Education Via Leadership Role	200 - 800	200.000	751.316	800.000	625.000	783.093	800.000
Principal Questionnaire	(D) Communicates Effectively With Others	200 - 800	450.000	758.594	800.000	650.000	786.957	800.000
Leadership Summary	(D) Communicates With Other Role Groups	1 - 5	1.000	2.611	4.000	1.000	3.009	5.000

1985-86 MEANS AND RANGES OF SCORES
FOR LEVEL II AND III TEACHERS
VOCATIONAL EDUCATION

I. PLANNING DOMAIN

DATA SOURCES	INDICATOR/CONTENT	RAW SCORE RANGE	LEVEL II LOW	LEVEL II AVG.	LEVEL II HIGH	LEVEL III LOW	LEVEL III AVG.	LEVEL III HIGH
Professional Skills Test	Knowledge of Planning	0 - 25	11.000	19.205	25.000	10.000	20.476	25.000
Observation	(A) Fosters Higher Level Thinking	1 - 100	17.500	57.542	83.328	41.660	68.792	95.825
Dialogue	(A) Goals/Objectives Address Core Curriculum	1 - 5	2.750	3.538	4.750	2.250	4.025	5.000
Observation	(B) Teacher Preparation	1 - 100	49.990	72.247	91.658	58.328	86.201	100.000
Observation	(B) Relates Program to Jobs/Organizations	1 - 100	.000	57.940	91.658	35.413	68.283	93.750
Dialogue	(B) Uses Principles of Effective Instruction	1 - 5	2.000	3.537	4.667	2.667	3.986	5.000
Student Questionnaire Sec	(B) Plans for Effective Instruction	1 - 5	3.028	4.311	4.887	3.036	4.479	5.000
Dialogue	(C) Plans Accommodate Student Differences	1 - 5	1.333	3.216	5.000	1.667	3.683	5.000
Principal Questionnaire	(A) Goals/Objectives Tied to Curriculum	200 - 800	599.000	772.966	800.000	625.000	787.566	800.000
Principal Questionnaire	(B) Plans for Effective Instruction	200 - 800	599.000	768.125	800.000	599.000	785.848	800.000
Principal Questionnaire	(C) Plans Accommodate Learner Needs	200 - 800	599.000	765.852	800.000	599.000	780.510	800.000

II. TEACHING STRATEGIES DOMAIN

Professional Skills Test	Knowledge of Teaching Strategies	0 - 25	10.000	19.034	24.000	12.000	19.655	24.000
Observation	(A) Teaches Task and Content Appropriately	0 - 100	2.413	10.330	20.319	2.826	11.808	27.090
Observation	(A) Students Ask Procedural Questions	0 - 100	41.670	88.292	100.000	44.380	88.876	100.000
Observation	(A) Students Exhibit Understanding	0 - 100	63.151	88.088	100.000	65.396	88.426	100.000
Observation	(A) Provides Correct Information	0 - 100	95.000	99.749	100.000	97.950	99.959	100.000
Observation	(A) Communicates Effectively	1 - 100	66.660	89.814	100.000	66.660	93.529	100.000
Dialogue	(A) Describes Learning Task/Content Clearly	1 - 5	2.800	3.707	5.000	3.000	4.204	5.000
Student Questionnaire Sec	(A) Explains Academic Task and Content	1 - 5	2.867	4.539	4.976	3.362	4.650	5.000
Observation	(B) Monitors Learner Understanding	0 - 100	11.660	20.228	35.227	7.576	23.476	44.431
Observation	(B) Paces Activities Appropriately	1 - 100	52.078	68.472	87.500	62.500	78.756	97.908
Dialogue	(B) Attends to Learner Needs/Differences	1 - 5	2.250	3.384	4.500	2.750	3.924	5.000
Student Questionnaire Sec	(B) Paces Instruction Appropriately	1 - 5	3.772	4.568	5.000	3.917	4.623	4.983
Observation	(C) Provides Practice and Review	0 - 100	1.964	8.123	16.506	1.282	9.405	20.833
Dialogue	(C) Provides Appropriate Review and Practice	1 - 5	2.500	3.577	4.750	2.750	4.038	5.000
Student Questionnaire Sec	(C) Encourages Appropriate Review/Practice	1 - 5	2.496	3.566	4.377	2.550	3.819	4.807
Observation	(D) Students Initiate/Respond to Lesson	0 - 100	5.143	8.992	15.104	6.055	9.804	15.897
Observation	(D) Students Ask Academic Questions	0 - 100	81.481	78.745	100.000	37.179	78.763	100.000
Observation	(D) Students are on Task	0 - 100	99.831	99.982	100.000	99.902	99.993	100.000
Observation	(D) Teacher Involves Nonvolunteers	0 - 100	24.440	64.920	100.000	21.270	69.319	100.000
Observation	(D) Student Preparation	1 - 100	45.828	63.299	87.500	54.160	74.936	100.000
Dialogue	(D) Creates/Maintains Learner Involvement	1 - 5	2.500	3.540	4.750	2.750	4.076	5.000
Student Questionnaire Sec	(D) Reinforces Importance of Schoolwork	1 - 5	2.933	4.243	4.788	3.459	4.416	5.000
Principal Questionnaire	(A) Communicates Task/Content Effectively	200 - 800	637.500	772.847	800.000	612.000	787.055	800.000
Principal Questionnaire	(B) Adapts Lesson for Learner Understanding	200 - 800	625.000	770.420	800.000	599.000	781.028	800.000
Principal Questionnaire	(C) Provides Review and Practice as Needed	200 - 800	650.000	775.250	800.000	599.000	784.972	800.000
Principal Questionnaire	(D) Creates/Maintains Academic Involvement	200 - 800	650.000	774.115	800.000	625.000	784.986	800.000

III. EVALUATION DOMAIN

Professional Skills Test	Knowledge of Evaluation	0 - 25	8.000	15.750	22.000	9.000	16.379	22.000
Dialogue	(A) Uses Assessment to Improve Teaching	1 - 5	1.800	3.355	4.600	1.800	3.913	5.000
Observation	(B) Provides Academic Feedback	0 - 100	8.152	17.835	30.078	9.500	19.621	37.255
Dialogue	(B) Monitors and Reports Student Progress	1 - 5	1.333	3.223	4.667	1.667	3.800	5.000
Student Questionnaire Sec	(B) Assists Learners Through Feedback	1 - 5	2.543	3.730	4.547	2.613	3.921	4.914
Principal Questionnaire	(A) Uses Assessment to Enhance Teaching	200 - 800	599.000	766.136	800.000	625.000	776.538	800.000
Principal Questionnaire	(B) Reports Progress to Learners and Parents	200 - 800	599.000	765.830	800.000	625.000	773.772	800.000

IV. CLASSROOM MANAGEMENT DOMAIN

Professional Skills Test	Knowledge of Classroom Management	0 - 25	11.000	20.068	25.000	15.000	21.007	25.000
Observation	(A) Provides Reasonable Sanctions	0 - 100	.000	79.793	100.000	.000	87.448	100.000
Observation	(A) Maintains Appropriate Student Behavior	0 - 100	93.200	98.510	100.000	93.610	99.360	100.000
Student Questionnaire Sec	(A) Manages Learner Behavior Effectively	1 - 5	2.763	4.020	4.701	3.408	4.123	4.931
Observation	(B) Positive Classroom Climate	0 - 100	.233	1.149	2.917	.054	1.426	4.524
Observation	(B) Students Treated Without Favoritism	0 - 100	100.000	100.000	100.000	100.000	100.000	100.000
Dialogue	(B) Supports Learner Achievement	1 - 5	1.500	3.119	4.500	2.000	3.710	5.000
Student Questionnaire Sec	(B) Encourages Achievement by all Learners	1 - 5	3.106	4.419	4.855	3.628	4.531	4.975
Observation	(C) Maximizes Available Learning Time	0 - 100	99.864	99.953	99.995	99.830	99.962	99.998
Observation	(C) Uses Classroom Resources Effectively	1 - 100	49.990	67.146	82.493	56.235	77.561	98.068
Observation	(C) Uses Classroom Facilities Effectively	1 - 100	41.665	65.640	95.825	47.913	75.750	100.000
Observation	(C) Engages in Classroom Procedures	0 - 100	68.750	92.360	100.000	68.500	95.243	100.000
Observation	(C) Teacher Behavior is on Task	0 - 100	95.920	99.609	100.000	95.560	99.828	100.000
Observation	(C) Maintains Safety/Sanitation Procedures	0 - 100	.000	96.239	100.000	66.670	99.177	100.000
Dialogue	(C) Enforces Safety/Sanitation Procedures	1 - 5	1.250	3.397	5.000	1.750	3.867	5.000
Student Questionnaire Sec	(C) Manages Resources Effectively	1 - 5	3.123	4.519	4.880	3.981	4.634	4.993
Principal Questionnaire	(A) Maintains Appropriate Learner Behavior	200 - 800	450.000	766.908	800.000	625.000	784.821	800.000
Principal Questionnaire	(B) Maintains Climate Conducive to Learning	200 - 800	450.000	767.307	800.000	625.000	786.545	800.000
Principal Questionnaire	(C) Classroom Resources Used Effectively	200 - 800	650.000	780.080	800.000	625.000	789.746	800.000

V. LEADERSHIP DOMAIN

Leadership Summary	(A) Enhances Instruction with New Techniques	1 - 5	1.000	2.934	4.800	2.000	3.214	5.000
Peer Questionnaire	(B) Maintains Leadership Role with Others	1 - 5	3.244	4.761	5.000	4.104	4.852	5.000
Leadership Summary	(B) Exhibits Leadership to Improve Schooling	1 - 5	1.000	2.601	4.400	1.800	3.023	4.800
Student Questionnaire Sec	(D) Liaison Between School and Community	1 - 5	1.750	3.654	4.958	1.000	3.791	5.000
Leadership Summary	(D) Serves as Liaison with Other Groups	1 - 5	1.000	2.410	5.000	1.000	2.871	5.000
Principal Questionnaire	(A) Improves Professional Skills/Knowledge	200 - 800	650.000	776.115	800.000	625.000	786.028	800.000
Principal Questionnaire	(B) Improves Education Via Leadership Role	200 - 800	625.000	762.455	800.000	625.000	778.607	800.000
Principal Questionnaire	(D) Liaison for Home, School, Community	200 - 800	650.000	767.987	800.000	650.000	787.858	800.000

TABLE I

1985-86 MEANS AND RANGES OF SCORES

FOR LEVEL II AND III TEACHERS

GENERAL EDUCATION

I. PLANNING DOMAIN

DATA SOURCES	INDICATOR/CONTENT	RAW SCORE RANGE	LEVEL II LOW	LEVEL II AVG.	LEVEL II HIGH	LEVEL III LOW	LEVEL III AVG.	LEVEL III HIGH
Professional Skills Test	Knowledge of Planning	0 - 25	7.000	20.270	25.000	13.000	21.089	25.000
Observation	(A) Fosters Higher Level Thinking	1 - 100	25.000	60.869	87.500	37.495	73.520	100.000
Dialogue	(A) Goals/Objectives Address Core Curriculum	1 - 5	2.000	3.577	5.000	2.750	4.223	5.000
Observation	(B) Teacher Preparation	1 - 100	54.160	76.786	100.000	62.490	89.646	100.000
Dialogue	(B) Uses Principles of Effective Instruction	1 - 5	2.250	3.568	5.000	2.500	4.210	5.000
Dialogue	(C) Plans Accommodate Student Differences	1 - 5	1.333	3.242	5.000	1.333	3.898	5.000
Principal Questionnaire	(A) Goals/Objectives Tied to Curriculum	200 - 800	599.000	772.210	800.000	599.000	786.705	800.000
Principal Questionnaire	(B) Plans for Effective Instruction	200 - 800	450.000	770.550	800.000	450.000	786.225	800.000
Principal Questionnaire	(C) Plans Accommodate Learner Needs	200 - 800	599.000	763.813	800.000	450.000	779.796	800.000
II. TEACHING STRATEGIES DOMAIN								
Professional Skills Test	Knowledge of Teaching Strategies	0 - 25	12.000	19.533	24.000	11.000	20.077	25.000
Observation	(A) Teaches Task and Content Appropriately	0 - 100	1.742	11.874	28.154	3.922	13.718	31.231
Observation	(A) Students Ask Procedural Questions	0 - 100	15.820	78.534	100.000	18.360	82.951	100.000
Observation	(A) Students Exhibit Understanding	0 - 100	55.648	88.359	100.000	59.989	90.204	100.000
Observation	(A) Provides Correct Information	0 - 100	91.020	99.797	100.000	83.670	99.921	100.000
Observation	(A) Communicates Effectively	1 - 100	49.995	92.994	100.000	66.660	97.015	100.000
Dialogue	(A) Describes Learning Task/Content Clearly	1 - 5	2.600	3.743	5.000	2.600	4.220	5.000
Student Questionnaire Sec	(A) Explains Academic Task and Content	1 - 5	3.310	4.539	5.000	3.742	4.693	5.000
Observation	(B) Monitors Learner Understanding	0 - 100	4.848	18.036	42.360	7.130	22.377	55.899
Observation	(B) Paces Activities Appropriately	1 - 100	45.830	68.859	91.658	58.923	82.720	100.000
Dialogue	(B) Attends to Learner Needs/Differences	1 - 5	2.000	3.422	5.000	2.500	3.989	5.000
Student Questionnaire Sec	(B) Paces Instruction Appropriately	1 - 5	3.519	4.460	4.929	3.889	4.574	5.000
Observation	(C) Provides Practice and Review	0 - 100	.997	8.528	23.601	1.282	10.024	21.569
Dialogue	(C) Provides Appropriate Review and Practice	1 - 5	2.000	3.517	5.000	2.500	4.103	5.000
Student Questionnaire Sec	(C) Encourages Appropriate Review/Practice	1 - 5	2.180	3.762	4.839	2.651	3.969	4.897
Observation	(D) Students Initiate/Respond to Lesson	0 - 100	5.440	8.859	13.787	4.592	10.104	17.728
Observation	(D) Students Ask Academic Questions	0 - 100	7.692	66.170	100.000	13.934	69.098	100.000
Observation	(D) Students are on Task	0 - 100	99.849	99.977	100.000	99.909	99.990	100.000
Observation	(D) Teacher Involves Nonvolunteers	0 - 100	2.270	56.458	95.340	11.760	64.102	98.140
Observation	(D) Student Preparation	1 - 100	41.663	67.414	95.825	54.160	79.240	100.000
Dialogue	(D) Creates/Maintains Learner Involvement	1 - 5	2.000	3.258	5.000	2.000	4.151	5.000
Student Questionnaire Sec	(D) Reinforces Importance of Schoolwork	1 - 5	2.826	4.008	4.887	3.179	4.215	4.977
Principal Questionnaire	(A) Communicates Task/Content Effectively	200 - 800	524.500	771.910	800.000	650.000	787.028	800.000
Principal Questionnaire	(B) Adapts Lesson for Learner Understanding	200 - 800	450.000	770.430	800.000	599.000	782.470	800.000
Principal Questionnaire	(C) Provides Review and Practice as Needed	200 - 800	450.000	771.773	800.000	650.000	786.687	800.000
Principal Questionnaire	(D) Creates/Maintains Academic Involvement	200 - 800	450.000	770.756	800.000	450.000	784.871	800.000
III. EVALUATION DOMAIN								
Professional Skills Test	Knowledge of Evaluation	0 - 25	8.000	16.937	25.000	6.000	17.411	25.000
Dialogue	(A) Uses Assessment to Improve Teaching	1 - 5	1.000	3.366	5.000	1.600	4.003	5.000
Observation	(B) Provides Academic Feedback	0 - 100	5.694	19.538	35.204	8.424	22.476	46.154
Dialogue	(B) Monitors and Reports Student Progress	1 - 5	1.333	3.384	5.000	1.333	4.063	5.000
Student Questionnaire Sec	(B) Assists Learners Through Feedback	1 - 5	2.528	3.657	4.746	2.705	3.942	4.917
Principal Questionnaire	(A) Uses Assessment to Enhance Teaching	200 - 800	450.000	763.990	800.000	599.000	778.686	800.000
Principal Questionnaire	(B) Reports Progress to Learners and Parents	200 - 800	450.000	763.373	800.000	599.000	780.077	800.000

IV. CLASSROOM MANAGEMENT DOMAIN

Professional Skills Test		Knowledge of Classroom Management	0 - 25	.000	20.993	25.000	.003	21.486	25.000
Observation	(A)	Provides Reasonable Sanctions	0 - 100	.000	87.146	100.000	.000	94.094	100.000
Observation	(A)	Maintains Appropriate Student Behavior	0 - 100	86.080	97.413	100.000	91.370	98.848	100.000
Student Questionnaire Sec	(A)	Manages Learner Behavior Effectively	1 - 5	2.855	3.894	4.748	3.074	4.033	4.932
Observation	(B)	Positive Classroom Climate	0 - 100	.106	1.319	3.612	.265	2.074	7.262
Observation	(B)	Students Treated Without Favoritism	0 - 100	83.340	99.944	100.000	100.000	100.000	100.000
Dialogue	(B)	Supports Learner Achievement	1 - 5	1.500	3.230	5.000	1.000	3.871	5.000
Student Questionnaire Sec	(B)	Encourages Achievement by all Learners	1 - 5	3.172	4.315	4.876	3.672	4.536	4.955
Observation	(C)	Maximizes Available Learning Time	0 - 100	99.451	99.840	99.998	99.574	99.929	99.998
Observation	(C)	Uses Classroom Resources Effectively	1 - 100	49.805	67.327	94.430	52.138	79.917	100.000
Observation	(C)	Uses Classroom Facilities Effectively	1 - 100	27.083	68.275	97.908	43.743	79.131	100.000
Observation	(C)	Engages in Classroom Procedures	0 - 100	50.900	86.893	100.000	51.840	88.173	100.000
Observation	(C)	Teacher Behavior is on Task	0 - 100	84.320	99.411	100.000	92.460	99.842	100.000
Student Questionnaire Sec	(C)	Utilizes Resources Effectively	1 - 5	3.288	4.539	4.969	3.996	4.680	4.980
Principal Questionnaire	(A)	Maintains Appropriate Learner Behavior	200 - 800	300.000	767.849	800.000	300.000	782.684	800.000
Principal Questionnaire	(B)	Maintains Climate Conducive to Learning	200 - 800	200.000	766.873	800.000	300.000	786.506	800.000
Principal Questionnaire	(C)	Classroom Resources Used Effectively	200 - 800	450.000	770.637	800.000	450.000	783.987	800.000

V. LEADERSHIP DOMAIN

Leadership Summary	(A)	Enhances Instruction with New Techniques	1 - 5	1.500	2.933	4.800	1.600	3.292	5.000
Leadership Summary	(B)	Exhibits Leadership to Improve Schooling	1 - 5	1.000	2.773	4.600	1.800	3.096	4.800
Principal Questionnaire	(A)	Improved Professional Skills/Knowledge	200 - 800	450.000	769.754	800.000	599.000	783.687	800.000
Principal Questionnaire	(B)	Improves Education Via Leadership Role	200 - 800	450.000	756.424	800.000	599.000	777.863	800.000

DATA FROM OTHER QUESTIONNAIRES

Student Questionnaire K-2		Uses Appropriate Instructional Strategy	1 - 2	1.767	1.953	2.000	1.750	1.977	2.000
Student Questionnaire Elem.	(A)	Explains Academic Task To Learner	1 - 5	3.350	4.581	5.000	3.756	4.727	5.000
Student Questionnaire K-2		Reports/Monitors Student Progress	1 - 2	1.733	1.940	2.000	1.694	1.961	2.000
Student Questionnaire Elem.	(B)	Paces Instruction Appropriately	1 - 5	3.605	4.285	4.815	3.369	4.454	4.981
Student Questionnaire K-2		Effectively Manages Activities	1 - 2	1.900	1.988	2.000	1.750	1.986	2.000
Student Questionnaire Elem.	(C)	Provides Opportunity To Review/Practice	1 - 5	2.756	3.737	4.579	2.348	4.017	5.000
Student Questionnaire Elem.	(D)	Reinforces Importance Of Schoolwork	1 - 5	3.271	4.208	4.833	3.171	4.375	5.000
Student Questionnaire Elem.	(B)	Assists Learners Through Feedback	1 - 5	2.538	3.749	4.600	2.610	4.068	5.000
Student Questionnaire Elem.	(A)	Manages Learner Behavior Effectively	1 - 5	3.660	4.298	4.846	3.354	4.500	5.000
Student Questionnaire Elem.	(B)	Encourages Achievement By All Learners	1 - 5	3.708	4.341	4.934	3.275	4.536	5.000
Student Questionnaire Elem.	(C)	Utilizes Resources Effectively	1 - 5	3.303	4.326	4.794	3.009	4.543	5.000

I. PLANNING DOMAIN

DATA SOURCES	INDICATOR/CONTENT	RAW SCORE RANGE	LEVEL II LOW	LEVEL II AVG.	LEVEL II HIGH	LEVEL III LOW	LEVEL III AVG.	LEVEL III HIGH
Professional Skills Test	Knowledge of Planning	0 - 25	13.000	20.809	24.000	16.000	21.531	25.000
Observation	(A) Fosters Higher Level Thinking	1 - 100	37.500	58.385	87.500	37.490	71.536	95.825
Dialogue	(A) Goals/Objectives Address Core Curriculum	1 - 5	2.000	3.379	4.750	2.500	4.258	5.000
Observation	(B) Teacher Preparation	1 - 100	54.160	71.659	95.825	65.000	88.038	100.000
Dialogue	(B) Uses Principles of Effective Instruction	1 - 5	2.000	3.853	5.000	2.750	4.279	5.000
Dialogue	(C) Plans Accommodate Student Differences	1 - 5	2.000	3.441	5.000	3.000	4.341	5.000
Principal Questionnaire	(A) Goals/Objectives Tied to Curriculum	200 - 800	599.000	765.382	800.000	650.000	782.285	800.000
Principal Questionnaire	(B) Plans for Effective Instruction	200 - 800	599.000	769.044	800.000	650.000	780.154	800.000
Principal Questionnaire	(C) Plans Accommodate Learner Needs	200 - 800	599.000	774.191	800.000	650.000	785.554	800.000
Dialogue	(D) IEP'S Use Effective Teaching Strategies	1 - 5	599.000	773.478	800.000	699.000	784.614	800.000
Principal Questionnaire	(D) Integrates/Facilitates IEP'S	200 - 800	1.500	3.337	5.000	2.750	4.162	5.000
II. TEACHING STRATEGIES DOMAIN								
Professional Skills Test	Knowledge of Teaching Strategies	0 - 25	16.000	19.897	23.000	15.000	20.308	24.000
Observation	(A) Teaches Task and Content Appropriately	0 - 100	4.142	10.353	21.572	2.083	12.238	27.972
Observation	(A) Students Ask Procedural Questions	0 - 100	29.830	68.139	100.000	23.220	74.508	100.000
Observation	(A) Students Exhibit Understanding	0 - 100	65.260	89.654	99.304	63.884	90.426	98.723
Observation	(A) Provides Correct Information	0 - 100	97.770	99.905	100.000	91.480	99.904	100.000
Observation	(A) Communicates Effectively	1 - 100	87.485	96.898	100.000	83.325	98.183	100.000
Dialogue	(A) Describes Learning Task/Content Clearly	1 - 5	2.200	3.729	5.000	2.800	4.178	5.000
Student Questionnaire Elem	(A) Explains Academic Task to Learner	1 - 3	2.600	2.906	3.000	2.000	2.840	3.000
Observation	(B) Monitors Learner Understanding	0 - 100	11.503	20.923	41.502	9.495	24.501	37.106
Observation	(B) Paces Activities Appropriately	1 - 100	47.910	70.791	91.658	60.410	84.505	100.000
Dialogue	(B) Attends to Learner Needs/Differences	1 - 5	2.000	3.485	5.000	3.000	4.143	5.000
Student Questionnaire Elem	(B) Paces Instruction Appropriately	1 - 3	2.111	2.622	2.919	2.229	2.657	3.000
Observation	(C) Provides Practice and Review	0 - 100	7.692	12.810	22.923	6.335	15.157	24.647
Dialogue	(C) Provides Appropriate Review and Practice	1 - 5	2.250	3.763	5.000	2.000	4.054	5.000
Student Questionnaire Elem	(C) Provides Opportunity to Review/Practice	1 - 3	1.833	2.397	2.949	1.870	2.452	3.000
Observation	(D) Students Initiate/Respond to Lesson	0 - 100	6.250	10.458	15.412	7.847	11.931	17.391
Observation	(D) Students Ask Academic Questions	0 - 100	17.391	56.445	83.333	16.667	60.198	100.000
Observation	(D) Students are on Task	0 - 100	99.770	99.953	100.000	99.779	99.980	100.000
Observation	(D) Teacher Involves Nonvolunteers	0 - 100	36.730	71.607	100.000	39.580	77.071	100.000
Observation	(D) Student Preparation	1 - 100	45.828	61.937	87.500	54.160	78.681	95.825
Dialogue	(D) Creates/Maintains Learner Involvement	1 - 5	2.250	3.654	5.000	2.750	4.196	5.000
Student Questionnaire Elem	(D) Reinforces Importance of Schoolwork	1 - 3	2.000	2.666	3.000	2.000	2.689	3.000
Principal Questionnaire	(A) Communicates Task/Content Effectively	200 - 800	449.500	765.375	800.000	674.500	778.912	800.000
Principal Questionnaire	(B) Adapts Lesson for Learner Understanding	200 - 800	450.000	767.119	800.000	699.000	785.177	800.000
Principal Questionnaire	(C) Provides Review and Practice as Needed	200 - 800	450.000	767.618	800.000	699.000	783.876	800.000
Principal Questionnaire	(D) Creates/Maintains Academic Involvement	200 - 800	599.000	769.426	800.000	699.000	782.846	800.000
III. EVALUATION DOMAIN								
Professional Skills Test	Knowledge of Evaluation	0 - 25	9.000	16.750	23.000	10.000	17.608	24.000
Dialogue	(A) Uses Assessment to Improve Teaching	1 - 5	1.800	3.426	4.800	3.000	4.194	5.000
Observation	(B) Provides Academic Feedback	0 - 100	8.984	21.495	42.006	11.719	25.763	40.885
Dialogue	(B) Monitors and Reports Student Progress	1 - 5	1.667	3.466	5.000	2.667	4.213	5.000
Student Questionnaire Elem	(B) Assists Learners Through Feedback	1 - 3	1.789	2.440	2.975	1.727	2.543	3.000
Principal Questionnaire	(A) Uses Assessment to Enhance Teaching	200 - 800	599.000	766.132	800.000	699.000	781.131	800.000
Principal Questionnaire	(B) Reports Progress to Learners and Parents	200 - 800	200.000	758.368	800.000	650.000	778.223	800.000

Professional Skills Test	Knowledge of Classroom Management	0 - 25	7.000	21.265	25.000	16.000	22.269	25.000
Observation	(A) Provides Reasonable Sanctions	0 - 100	.000	84.273	100.000	.000	95.571	100.000
Observation	(A) Maintains Appropriate Student Behavior	0 - 100	93.180	98.009	100.000	81.080	98.918	100.000
Student Questionnaire Elem	(A) Manages Learner Behavior Effectively	1 - 3	1.000	2.676	3.000	1.500	2.738	3.000
Observation	(B) Positive Classroom Climate	0 - 100	.162	1.290	4.917	.063	1.852	3.810
Observation	(B) Students Treated Without Favoritism	0 - 100	100.000	100.000	100.000	100.000	100.000	100.000
Dialogue	(B) Supports Learner Achievement	1 - 5	2.000	3.331	4.500	2.500	4.031	5.000
Student Questionnaire Elem	(B) Encourages Achievement by all Learners	1 - 3	1.250	2.167	2.161	1.308	2.288	2.776
Observation	(C) Maximizes Available Learning Time	0 - 100	99.291	99.716	99.986	99.674	99.924	99.998
Observation	(C) Uses Classroom Resources Effectively	1 - 100	51.661	66.550	89.158	54.158	80.053	98.378
Observation	(C) Uses Classroom Facilities Effectively	1 - 100	37.500	66.895	91.750	52.500	78.161	100.000
Observation	(C) Engages in Classroom Procedures	0 - 100	71.170	89.738	100.000	71.310	91.041	100.000
Observation	(C) Teacher Behavior is on Task	0 - 100	91.310	99.423	100.000	96.000	99.860	100.000
Student Questionnaire Elem	(C) Utilizes Resources Effectively	1 - 3	1.833	2.609	3.000	1.800	2.686	3.000
Principal Questionnaire	(A) Maintains Appropriate Learner Behavior	200 - 800	450.000	762.074	800.000	699.000	776.308	800.000
Principal Questionnaire	(B) Maintains Climate Conducive to Learning	200 - 800	599.000	764.294	800.000	650.000	780.162	800.000
Principal Questionnaire	(C) Classroom Resources Used Effectively	200 - 800	599.000	766.882	800.000	650.000	778.638	800.000
V. LEADERSHIP DOMAIN								
Leadership Summary	(A) Enhances Instruction with New Techniques	1 - 5	1.400	2.974	4.400	2.000	3.334	5.000
Peer Questionnaire	(B) Maintains Leadership Role with Others	1 - 5	3.813	4.752	5.000	3.957	4.840	5.000
Leadership Summary	(B) Exhibits Leadership to Improve Schooling	1 - 5	1.600	2.809	4.400	1.600	3.215	5.000
Principal Questionnaire	(A) Improves Professional Skills/Knowledge	200 - 800	599.000	764.119	800.000	625.000	771.838	800.000
Principal Questionnaire	(B) Improves Education Via Leadership Role	200 - 800	450.000	748.809	800.000	650.000	764.931	800.000
Principal Questionnaire	(D) Communicates Effectively With Others	200 - 800	300.000	767.729	800.000	699.000	786.627	800.000
DATA FROM OTHER QUESTIONNAIRES								
Student Questionnaire Sec.	(A) Explains Academic Task And Content	1 - 3	2.500	2.853	3.000	2.429	2.868	3.000
Student Questionnaire Sec.	(B) Paces Instruction Appropriately	1 - 3	2.293	2.627	2.885	2.300	2.705	2.970
Student Questionnaire Sec.	(C) Encourages Appropriate Review/Practice	1 - 3	2.194	2.400	2.598	1.983	2.468	2.906
Student Questionnaire Sec.	(D) Reinforces Importance Of Schoolwork	1 - 3	2.304	2.638	2.870	2.000	2.716	3.000
Student Questionnaire Sec.	(B) Assists Learners Through Feedback	1 - 3	1.977	2.458	2.776	1.980	2.589	2.940
Student Questionnaire Sec.	(A) Maintains Appropriate Student Behavior	1 - 3	2.154	2.610	2.825	2.241	2.703	2.949
Student Questionnaire Sec.	(B) Encourages Achievement By All Learners	1 - 3	1.750	2.214	2.346	2.000	2.253	2.338
Student Questionnaire Sec.	(C) Utilizes Resources Effectively	1 - 3	2.536	2.699	2.938	2.434	2.794	2.975

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